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The School a Two-Ring Circus

Journal of EDUCATION

BOSTON, MASS.
Vol. CX, No. 4

July 22, 1929

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JOURNAL of EDUCATION

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JOURNAL OF EDUCATION: Founded 1875. Published Weekly (except August) by New England Publishing Company, Six Beacon Street, Boston. Subscriptions in the United States, $3.00 a Year; Canadian postage, 50c; Foreign postage, $1.00. Entered at Postoffice in Boston, Mass., as Second Class Matter.
Indexes to Journal of Education are published annually with the last issue in December. The contents are also indexed in the Education Index.

EDITORIALS

Education in the United States

BEFORE the dawning of the year 1930, the Tercentenary of the Massachusetts Bay Colony, every teacher in the United States should have the story of education in the United States as closely in mind as the coming of Columbus in 1492, the arrival at Jamestown in 1607, the landing at Plymouth in 1620 and the settlement of Boston in 1630.

No history is adequately established until the critical events are universally known by the people of a country.

History is not established by historians, educators or specialists. History must be woven into the thought and affection of every citizen.

The vital feature of every section of every state, of every city, township, and borough is its education. Our citizens are from every race, every language, every religion, every country, and every city in the civilized world.

There are millions of descendants in the United States from every important country in Europe.

There is only one feature of American life that definitely affects every family and fireside in this broad land. That is its education. There is no traditional inheritance, no racial or creeded prejudice that does not bow to the educational spirit and devotion of American education.

This education, that is the dominant force everywhere, and is free from domineerance anywhere, did not come from Spain in 1492, did not come to Jamestown in 1607, not even to Plymouth in 1620, but it was born in Massachusetts Bay Colony when the Puritan pioneers blended their vision with the Pilgrim conscience of the Plymouth Colonists.

The education that has made and preserved American idealism for three hundred years was brought by John Winthrop in 1630.

There is nothing in civic history anywhere at any time in this country that can rank in importance in any school, public, private, or parochial, with the story of the development of education in this country in these three centuries.

The education which is throbbing in the school life of more than twenty million children of the United States today is as far removed from that

of the seventeenth and eighteenth centuries as the electric light that responds to the touch of a button is from the candles and whale-oil lamps of our ancestors.

It is a civic as well as a professional crime not to have teachers as familiar with the eras of educational progress as they are with the eras of the horse, the automobile, and airplane.

The one absolute safeguard for the government of our fathers is in having every teacher pass on to every child an intelligent story of the four crises that produced the professionalism of the first twenty years of the twentieth century and the achievement of the decade that is ending with the advent of 1930.

It is a mission of the Tercentenary to have all teachers and children who are to make the America of tomorrow realize how far we have come in our educational history.

1930 will be a Home Coming Year. Massachusetts Bay Colony must make its invitation as hearty to her descendants as a mother's to her son who has been away. The front doors must be open, and every one, officially and personally, must be prepared to do everything possible to make the stay of Massachusetts' descendants and their friends comfortable and joyful.

Important Boston Day

THE meeting of the Boston Board of Education on June 18 was probably the most creative or re-creative in the history of the city. Dr. William H. J. Kennedy, dean of Boston Teachers College, succeeds Wallace C. Boyden as principal upon his retirement on account of age limitation. Joseph L. Powers succeeds Dr. Patrick T. Campbell as principal of Boston Public Latin School, who succeeds A. L. Rafter, assistant superintendent. Miss Alice M. Twigg succeeds James E. Thomas as principal of the Dorchester High School for Girls, and Anne R. Mohan succeeds Sydney T. H. Northcott as principal of the Emerson District.

These are highly important positions, and are all filled by promotion, and in two cases women take positions always occupied by men.

The unanimous re-election of H. Wallace Caldwell as president of the Chicago Board of Education and Walter H. Brandenburg as vice-president represents the genuine spirit of harmony that prevails in school affairs under the administration of William J. Bogan.

President Schneider

THE election of Dr. Herman Schneider of the faculty as president of the University of Cincinnati evidently gives great satisfaction in the University and in the city. Rarely has the city press given as much attention to any educational affair as to the election of Dr. Schneider. The opportunity is improved to write of the University historically. Dr. Schneider has been dean of the school of engineering.

$800,000 for Music

CHARLES H. DITSON, Boston music book publisher, has left a hundred thousand dollars each for the promotion of music education to the New England Conservatory of Music, Ralph Flanders, manager; Harvard, Yale, Columbia, Princeton, Michigan University, and Chicago Musical College.

Charles H. Ditson was a son of Oliver Ditson, and was identified with the Oliver Ditson Company for many years.

Chicago Teachers Federation had an interesting pageant of "A Century of Teaching" in Chicago on June 15. It was a costume affair, in which Margaret Haley played an important part.

Agricultural Education

WHITNEY H. SHEPARDSON has made a vital contribution of "Agricultural Education in the United States" (The Macmillan Company). Nowhere else can there be found in a book of 120 pages so truthful and definite a statement of what did not happen between 1787 and 1887 as in Mr. Shepardson's book, which should be universally read by every one who would think intelligently upon American agriculture. It is in a class by itself, and there is no other equally easy way to know the truth that can make us free from error educationally in relation to agricultural colleges and other aids to agriculture from 1787 to 1887.

Agricultural College Service

KANSAS Agricultural College, Dr. Francis D. Farrell, president, has a vital influence on the social and ethical life of the people in an unusual way. This is notably true in its guidance and inspirational leadership of young people.

Each year, following Commencement Week, the college places its plant at the service of the youth of the state, and this year more than 1,300 delegates from forty-seven counties, equally divided between boys and girls, spent a week at the Manhattan College, and they were busy in the various classes and exercises twelve hours a day for five days, closing with a banquet in the gymnasium, which was as fascinating a series of exercises as we have seen anywhere at any time.

The crowning glory of the banquet was the recognition of prize winners. Some contests are conducted through the year and are rated at this

session, while others are confined to the achievements of the week. In all there were more than one hundred awards. Thirty of these were gold, silver and bronze medals, provided by the Kansas Bakers Association, which invests a thousand dollars in the promotion of this annual event. There are other interests and individuals providing prizes. For instance, the music department, which has been in charge of Miss Margaret Streeter for four years, awarded nineteen prizes for music appreciation, three for Glee Club attainments, and four for orchestra achievements. These prizes included a violin to a girl from a rural district whose playing at the banquet was artistically skilful. Another was a Victrola to the county that had the most prize winners in music.

The general management was by Dean Harry Umberger, director of extension work, and M. H. Coe, director of club work of boys and girls.

The influence of 1,300 club members, who will report to the 6,000 club members in the state, carrying the inspiration of the association with faculty members, county agents, specialists, in class work and on the program, is beyond measure or estimate.

Frank P. Day, the new president of Union College, Schenectady, says that young men who expect to teach should mix in the affairs of life before entering the profession. Here is a quotation that is interesting: "When I came back from the war and re-read Chaucer and Shakespeare, I was astonished to find how much better I understood both, than when I had formerly taught them."

The Business Spirit

HAROLD STONIER of the American Bankers Association says: "The rapidly advancing standards of business in this country, with their relentless demands for efficiency as the only hope for survival in the competitive struggle for economic existence, has sounded the death-knell for guesswork and slipshod methods."

This places a new responsibility upon the schools from the first grade through the graduate schools.

Mr. Stonier says: "As a result, educational preparation in the techniques of commerce, industry and finance is virtually essential to outstanding success in these fields, as it is already an absolute prerequisite in the various recognized professions. Education is merely a means for helping the individual to apply the net good of the accumulated experience of many to his own day's work—a means for helping special native ability to come into its own more rapidly and surely and for enabling all classes of ability to gain the maximum of success to which they are entitled."

A Teacher's View of Spanking

E. S. ALEXANDER, a former teacher, left thirty thousand dollars to the public schools of Greenwood, Arkansas. On the back of his will was this memoranda:—

"Every grown person is, by the law against assault and battery, protected against corporal abuse by another. Is not a child in school as worthy of as much protection as a grown person? I consider it horrible for a teacher or anybody else to whip, strike, or in any other manner abuse physically children in school.

"A child should be as safe in school as while on the street. Is it?

"Corporal punishment in schools, either moderate or immoderate, is a relic of barbarism."

At least one city Board of Education proposes to withhold the diploma at graduation from any high school student uncleanly in person or clothing, unauthorized absences, habitual tardiness, dishonesty, persistent disobedience, violent opposition to authority and other characteristic traits unworthy a high school student.

Classroom Teachers at Atlanta

THERE has never been such a banquet at a summer meeting of the National Education Association as that of the classroom teachers on the beautiful terrace of the Atlanta Biltmore when eight hundred classroom teachers and their guests enjoyed a feast rarely equalled anywhere by any group of teachers. The Atlanta meeting was very much of a classroom teachers' affair. Mrs. Edith B. Joynes, of Norfolk, Virginia, president, and Agnes Winn, director of the Division of Classroom Service of the National Education Association, demonstrate one hundred per cent. efficiency as a climax of the year's achievement.

An educational director of aviation needs to know how high to fly and where not to fly, for the public is sensitive as to the professional practice of a man about whose business it knows nothing.

Small But Mighty

AT MOUNT WILSON Observatory, Pasadena, there is an instrument for measuring the radiation of heat from 124 stars. It will measure heat differences as small as one-millionth of a degree centigrade.

The instrument itself is only one-thousandth as large as a drop of water, and is only one-thirtieth of a milligram in weight.

Science is equally interested in infinite bigness and infinitesimal littleness.

Educational Problem of Kansas

KANSAS has been the pioneer in solving American problems for seventy-five years. Her problems have been purely local when they were irritating Kansas, but by the time they were solved in Kansas they were solved for America.

The present problem that is annoying Kansas is the financing of her public schools. It is not a matter of sentiment, as most of her problems have been, but a matter of public service, of so financing her public schools that Kansas, east and west, in city and country, will have as good schools as any state has, and at no greater tax burden in any county than in any other county.

When Kansas solves this problem for all the people of the state it will be for New England and California, and all the states between.

The Kansas School Code Commission, Clarence E. Rurich, State Teachers College, Hays, chairman, has combined wide experience, intimate acquaintance with tragic conditions and genuine reliable scientific treatment so that its Bill meets all possible contingencies, so that legislative appropriation of eight millions dollars will remedy every evil and avoid all tax catastrophes.

As always in Kansas, a political scare head raises ——, as William Allen White has said, and so this solution of the Kansas school problem was temporarily jeopardized in this session of the legislature, but Kansas is no longer wild and woolly, and the State Teachers Association with Allen and Stacey in charge will easily de-politicalize the situation, and the Rurich scientific method so that the teacher of the most out-of the way district in the poorest county will have a reputable salary by means of state-aid, and the richest district in the most influential county will be relieved of its "tax burden" in consequence of the enlightenment of the children of far-away farmers who are wrestling with tragic conditions.

There has always been some notable leader strangely developed for the solving of every American problem. In this case it is the head of the Kansas School Code Commission, with a genius of wizard instinct and a master of details, who is to rescue the legislature from the traditional inferiority complex which it has inherited from pioneer days before Agricultural College experiment station discovered ways and means of defying "wet and dry" foes of grain, live stock, and other adventures of frontiersmen.

To the list of country life-savers must be added the name of Rurich, who has ripened the most experience of any entrants in the race for fame in rural school achievement.

He is now marketing the political sagacity which he has been harvesting in the eight years of consolidating schools in Western Kansas under the magical inspiration of Dr. William A. Lewis, president of State Teachers College, who has been the champion of the crusade to rescue Western Kansas from the ills it inherited from the early adventures in that region.

Rurich experienced the benumbing civic and social influence as has no other champion of rural school improvement.

Neither Liberty Bailey nor Lee Driver, Mabel Carney nor Mrs. Harvey, nor any of their associates knew at first hand what Clarence E. Rurich learned by experience. None of them was ever superintendent of two such counties as Rooks and Osborne, and of three small cities as Plainville, Stockton, and Osborne, all in Western Kansas, followed in the last nine years with unparalleled service in consolidating impossible combinations of rural districts.

The Washington City Board of Education wisely declines to allow the public schools to be used by any propaganda. The door must be closed tight.

School Life From 1880 to 1890

NATHAN G. KINGSLEY, principal, Providence, upon receiving an earned Master of Arts degree from Brown University in 1928, after a long teaching career, thirty-five years in his present principalship, wrote the following letter to L. Porter Quincey, of Scotia, N.Y., his teacher in a one-room school in the long ago. It is one of the best records of school life in New York, 1880 to 1890, that we have seen:—

"What I have so far accomplished as a student and as a teacher is largely due to you, my first worthwhile teacher, and also one of the half-dozen best teachers from that time to the present. As a student, often perplexed with the problems that have come my way, I considered how you would tackle them and went forward to overcome the obstacles that might have blocked progress; as a teacher I have often looked back in memory to those three winters in that one-room school where you had more than fifty pupils each day ranging from five to twenty years of age, and in intelligence, from what we today consider low-grade 'morons' to others who in various fields of endeavor have shown that they were capable of profiting by the instruction you gave them.

"The following September, at thirteen years of age, I commenced the study of Latin at the 'Academy' with a graduate of an eastern university who had been an 'honor' student, but had lost his grip on life and so gave us a poor introduction to the 'dead' languages. The foundation and example that you gave in method of attack and persistence came in good play then and later—without these I could hardly have 'carried on.'

"At fifteen, I entered the 'Union Classical Institute' in Schenectady; but declined to study Greek, as I had been told by other students that it was a very difficult language to master. In the beginning of my last year at that school, I was persuaded by the principal of the school to attempt the two-years' (at that time) course in a single year. Under his guidance—good teacher number two—I enjoyed Greek better than any other subject that I have studied."

Belding's Page

COLUMBUS AND SPICE

THE old histories told us that the reason Columbus sailed on his memorable voyage in 1492 was because he wanted to reach Eastern Asia. Why did he wish to reach Eastern Asia? The histories said it was because he wanted to open a new channel for the importing of silks and ivory and spices from the Orient.

Why spices? The histories did not tell us. They did not state, for example, that by the time pepper had found its way from the Spice Islands to Italy it was worth its weight in gold. Why would any one pay so much for pepper?

Modern boys and girls are doubtless learning the answer from up-to-date texts and enlightened teachers. The remainder of the population either remains in ignorance, or learns the explanation from the advertisements for electric refrigerators! It is part of the history of man's efforts to preserve food. In warm climates food spoiled quickly. People who were poor acquired a relish for tainted meat. But the wealthy took refuge in spices.

Pepper brought the high price it did, not because it passed through so many hands and came long distances, but because people of wealth turned up their noses at the diet of the common people. Spices were in lieu of ice. And electricity is rapidly ousting the ice chest. Does this imply that electricity is to become the spice of life? You tell.

PREPARATION OR LIFE?

WE ARE apt to regard childhood and youth as periods of preparation for life. The truth is that they are a part of life.

A different point of view in this matter might result in some important changes of household and educational practice.

If the period of formal education is to be a part of life, it should include an abundance of wholesome enjoyment. It should include a certain amount of leisure.

When children insist upon these privileges along the way, we are apt to stamp them as lacking in ambition; lazy, indifferent idlers. Teachers pile on the "home work" lest unoccupied hands and brains get into mischief. Also in order to meet certain arbitrary standards of "ground to be covered."

The youth who conscientiously performs all that is demanded in school and college very probably toils longer and harder than the average adult does.

Competition may appear to make it necessary that preparation for life be thorough and exacting. Even from this angle a natural development of adolescent and youthful powers might perhaps deliver one at the gate of maturity better fitted for the battle of life than does a forced development.

As education grows more conscious of its aims, it is likely to slacken its pace a little.

A glance at modern textbooks in comparison with those of a generation ago will suggest to any one that the trend is already in the direction of recognizing the early years as a part of life. Instruction tries constantly to relate itself to the child as a person, having its life and being now; not merely as an insect passing through a cocoon stage, waiting to sprout wings before it really exists.

MASS PRODUCTION

HOW big should a public school be allowed to grow?

Smaller schools have the advantage of a smaller community. The pupils are better acquainted. Each individual counts for more. The social life of the school is less bewildering.

The larger school, on the other hand, resembles a huge factory, in which the aim is mass production. Every teacher is a part of the machine. The sentient, pulsating human beings who constitute the raw material and, eventually, the more or less finished output, are superficially inspected from time to time. They travel on moving belts. It cannot be said that they have human, friendly guidance, since it is usually a physical impossibility in a large school for teachers to know many of their young charges as individuals.

Great universities are awakening to realize the desirability of smaller units, permitting more intimate contacts between instructor and student, and among the students themselves. Colleges, in many instances, have deliberately chosen not to become too large.

In like manner the school authorities in the populous centres are going to discover, one day, that their units are overgrown. Then they will consider breaking up into smaller units—perhaps sub-units of the greater whole.

The tendency in the business world is toward consolidations and mergers. Schools have been moving along the same path, thinking that efficient organization would earn the best dividends. Whether this be a fact is something to be pondered.

Anson W. Belding

Associate Editor.

The School a Two-Ring Circus

By V. H. CULP
Professor of Education, Northern State Teachers College, Aberdeen, South Dakota

IN THE good old days when life was simple one ring made a circus. As time went on, however, civilization took on new trimmings and one ring did not supply enough excitement. In the balmy days of P. T. Barnum, the great apostle of sideshows, two or more rings were introduced, thus doubling the original bill of entertainment.

For a long time the school was operated on a one-ring basis, but now it has blossomed out into a two-ring show. Whether other rings will be added in ye days to come is one of the deep secrets of the future.

When schools were founded, they existed to pass on the academic inheritance of the race. The live subjects of that day were Greek, Latin, and mathematics. May it be added that in those early days the master was in control and dictated the policies of the show. In spite of the fact that the courses of study were enriched and the masters grew wiser, there arose a feeling that one ring was not sufficient. The directors of the history-mathematics-English-language performance objected in a vigorous fashion, but this opposition made the students more insistent. When the demands of the new order grew so violent that the welfare of the whole show was threatened, a few extra acts were allowed after the close of the day's work. Thus we have the sunrise of extra-curricular activities. From the first introduction of the extra acts they were popular with the crowd. New heroes who did not worship Greek deities glowed in the spot-light of publicity. When parents, sport enthusiasts, and the press began to insist on more and longer special acts, the masters compromised by holding their jobs. New types of school buildings were developed which were adapted to the more recent types of school activities.

As the unequal race continued, new acts were introduced into both rings to attract followers. The second always catered to the diversified interests of humanity. In the line of athletics only bull-fights are taboo. Broken arms and legs, bruised noses, and over-taxed bodies of the few must be overlooked because of the great good to the many. Inter-scholastic athletics exist in order to secure the loyalty of the students, inject "pep" into learners, and advertise the institution. Intra-mural athletics exist for the purpose of giving physical training. In the last generation music and athletics have created a sort of profane hybrid called the jazz dance. Be it understood, however, that neither claims any relationship. It is now considered necessary and proper to devote days and even weeks to the perfecting of musical, dramatic, forensic and athletic performances for the edification of the populace.

Many students and not a few parents feel that the academic ring is unduly interfering with the extra-curricular ring, and because of its lack of adaptation to the modern world it should be entirely discontinued. They point out that the acts in the old ring are stale, impractical, too closely connected with ancient lore, and lack the modern "punch."

The second ring has bleachers around it to seat the followers of the new culture. The cheer leaders have become a necessary fixture because they direct the spontaneous effervescence of the crowd. To be educated today a person must know something about the world of sport, forensics, the drama, extemporaneous speaking, latest fiction, music, and certain high-brow magazine articles. A knowledge of history, mathematics, the languages, or literature indicates that the possessor is a remnant of the days when life was simple and anti-social.

The new ring has a social outlook, at all times appealing to lovers of pageantry and heroics. No one ever heard of cheering a brilliant Latin recitation—it's the football hero who has his picture in the Sunday supplement. Sweaters, special honors, long trips, newspaper articles, and social preference are not for those who excel in the academic fields and carry on the original purpose of the school.

Some educators are beginning to feel that it would be a fine thing to have school in regular session occasionally in order that scholarship shall not become one of the lost arts. Other educators are playing to the galleries by shouting on all possible occasions that knowledge is not necessary. The broad social training procured through the extra-curricular program need only be dignified with a definite knowledge regarding the sources of material. It is probable that such educators are preparing vest-pocket encyclopedias with reading glasses of suitable magnifying power.

In the early days there never was a question about the direction of the show. The master was there for that purpose, and if he failed a successor was soon forthcoming. Today we frequently have a mild form of mob rule in both rings. In the time-honored ring we hear such glittering statements as self-government and honor system. There can be no self-government until there has been government. Many parents are asking for teachers that can govern the school justly and efficiently.

Co-operation is desirable, but the noble experiment in American government is not a plaything for children. There are many things which children can do in order to get citizenship training, but directing the school is not one of them. The teacher himself is not too well prepared for that job. Our ideals of justice, democracy, and loyalty are cheapened by such a mockery. The only reason that some of those democratic experiments seem to succeed is because there is a mighty dictator in the background.

Perhaps there is some way of saving the unpopular ring. Would it not be possible to introduce the tactics and appeals of the more spectacular ring? The following may be offered as desirable innovations: special subject coaches, interscholastic contests, departmental regalia, cheer leaders, training camps, and publicity columns. It might be possible for football teams to combine this profitable, national gladiatorial combat with Spanish or French. All rules, directions, and conversations would be in that language. If the academic forces do not wake up, their part of the school program may soon be entirely discontinued.

Lately the business interests, professional men, editors, public-spirited citizens, and organizations have shown their high regard for the popular ring by giving prizes, medals, and honors to individuals and schools for excellence of performance. Contests, tournaments, parties, games, busy work, committee duties, and the many school and outside organizations claim the major interests of the modern student. Special weeks and drives have been added to the second ring to make it doubly sure that no energy is wasted in preparing for the book drudgeries.

A few educators with an archaic sense of proportion are praying that a new leader may come forth who will drive the money changers and advocates of soft pedagogy from the temples of learning. The academic inheritance of the ages is the foundation of modern civilization, and when it disappears from the schools, America will follow the nations that once were but are no more. The experiment of American education in adding a second ring has not been a success. It seems that it would be better to go back to a one-ring basis and have extra acts in case they do not unduly interfere witth the main performance. It cannot be denied that much traditional instruction is impractical, uninteresting, and not properly organized. Methods of instruction and schoolroom procedure need to be changed to conform to common sense and the advance of science. Courses of study must be revolutionized so that the younger generation will be brought to a place where it can realize the intrinsic value of scholarship. Despite the changing ideals and newer conceptions in education, it should be remembered that it remains one of the first functions of the school to pass on the academic inheritance of the race.

The House With Nobody In It

By Joyce Kilmer

Whenever I walk to Suffern along the Erie track,
I go by a poor old farmhouse with its shingles broken and black.
I suppose I've passed it a hundred times, but I always stop for a minute,
And look at the house, the tragic house, the house with nobody in it.

I never have seen a haunted house, but I hear there are such things;
That they hold the talk of spirits, their mirth and sorrowings.
I know this house isn't haunted, and I wish it were, I do;
For it wouldn't be so lonely if it had a ghost or two.

This house on the road to Suffern needs a dozen panes of glass,
And somebody ought to weed the walk and take a scythe to the grass.
It needs new paint and shingles, and the vines should be trimmed and tied;
But what it needs the most of all is some people living inside.

If I had a lot of money and all my debts were paid,
I'd put a gang of men to work with brush and saw and spade.
I'd buy that place and fix it up the way it used to be
And I'd find some people who wanted a home and give it to them free.

Now, a new house standing empty, with staring window and door,
Looks idle, perhaps, and foolish, like a hat on its block in the store.
But there's nothing mournful about it; it cannot be sad and lone
For the lack of something within it that it has never known.

But a house that has done what a house should do, a house that has sheltered life,
That has put its loving wooden arms around a man and his wife,
A house that has echoed a baby's laugh and held up his stumbling feet,
Is the saddest sight, when it's left alone, that ever your eyes could meet.

So whenever I go to Suffern along the Erie track
I never go by the empty house without stopping and looking back,
Yet it hurts me to look at the crumbling roof and the shutters fallen apart,
For I can't help thinking the poor old house is a house with a broken heart.

Securing Data for Guidance Purposes

By JOSEPH MILLER
Director of Guidance, Wilkes-Barre, Pa.

IN THE beginning of the Guidance movement the task of the counselor seemed very simple. He was regarded as a friend who used his common sense and his experience in advising the students. Later different standardized tests were taken as final measures for the child's occupational fitness. But with the development of guidance we have learned that the counselor's advice has to be based on a large amount of facts and positive data. The following shows the sources for the necessary information.

Sources of data on children for guidance purposes:—

A—Student
- (a) General intelligence.
- (b) Specific abilities.
- (c) Interests.
- (d) Personality traits.
- (e) Physical disposition.

B—School
- (a) Teacher's marks.
- (b) Achievement tests.
- (c) Teacher's estimate.
- (d) Extra-curriculum activities.

C—Home.

D—Other agencies.

A—Student.

(a) *General intelligence.* Intelligence tests have only negative value in guidance work. They indicate f. i. that a person with a high intelligence probably will not be fitted for a low position. It was found by the psychologists that very often in the factories workers who appeared very intelligent and reliable left within very short time, and while in the factory were restless and dissatisfied. These people were given intelligence tests and it was found that they were too intelligent for the monotonous kind of work. On the other hand it was found that for a certain kind of factory work people of rather low mentality make most satisfactory workers.

Pupils of low intelligence have few chances of taking the educational training necessary for the professions or occupations presenting complicated tasks.

One has to be very careful in using intelligence tests for guidance purposes. An untrained person can do more harm than good by using their results, as their value lies in the interpretation. They are in no sense an adequate basis for making ordinary personality judgments, as they test the verbal organization of the individual only, and tell us little of what he can do with his legs, hands, arms, etc. Therefore so-called special-performance tests were devised to test.

(b) *Specific abilities.* We have very few tests by which we can find out if a student is not only interested in but has abilities for a specific occupation. Thurstone by his clerical tests, Seashore by tests of musical abilities and Stenquist by his mechanical aptitude tests started this important field of guidance. A large field of research is open in this line. An occupation has to be divided in fundamental and simple activities, and for every one of them a special test has to be used. Unfortunately there are many vocations in life in which no form of testing is applicable.

(c) *Interests.* In order to advise the student constructively we have to be familiar with his interests.

First we have to know the general preferences of the student. By giving him a questionnaire we can find if he prefers indoor or outdoor work, if he likes to work with things or with people, by himself or with others, etc.

What are the *specific preferences* of the students?

We give a list of most occupations. The student is asked to check up on every one, if he would like it, if he would not mind to follow it or if he would despise it.

The next step is to find if these interests are well founded. The students are asked to give reasons why they like an occupation and why they dislike another. The greatest care ought to be applied to the study of individual interests. They change very often. Compensation, hero-worship, jealousy, bashfulness and many other influences can be their basis. They may be a spur and may help to overcome many difficulties, and may be a great handicap if they are superficial and without any foundation.

In all cases it is important to determine whether the other factors which enter into the question make it desirable, eventually possible to follow certain vocations. Vocational guidance cannot be based on ability alone. It has to consider emotional outlets for buried mental conflicts. Success is not merely a matter of intelligence and abilities. A successful individual very often finds an adequate outlet for otherwise unsocial or ungratified social tendencies.

(d) *Personality traits.* In regard to objective measurements of personality traits we are now in the position in which the students of mental tests found themselves some twenty years ago. There are few tests of this kind. Professor Downey's "will" test, Pressey's questionnaire, Allport's elaborate study of personality traits and some important studies conducted at Teachers College at Colum-

bia. But as long as we do not have any standardized tests we have to look for additional information at home, in school, during testing, through interviews, etc. In this way only we gain a little knowledge about the child's industry, reliability, leadership, sociability and other traits which are in many cases essential and sometimes more important for success than the highest intelligence.

(e) That *health and physical disposition* plays a considerable part in vocational adjustment we see in physically handicapped children, with defective eyes, crippled children, etc., but even in so-called normal children physical disposition such as strength, build and such can have considerable influence on their success in a given occupation. Personal appearance may be of great importance in some positions, in banks, department stores and other places.

B—Coming to *School* we find many valuable data.

(a) Rating given by the teachers known as *school marks* check up on the results of *achievement tests*. They show the relative standing of a child in a group in subjects which are important in his future occupation, f. i., language for a journalist, public speaking for a lawyer, mathematics for an engineer, etc.

(b) *The opinion of a teacher* who knows a boy or a girl for several years is very helpful. In many respects it is the only source of information about certain personality traits of a child such as persistency of his work habits, his honesty, sensitiveness etc.

(c) *Extra-curriculum activities* in which a student takes part indicate his hobbies which can develop into a vocation.

C—Home.

By interviewing parents a good deal of important information can be gained. We have to know in many cases the social and economic background of the child, his playmates, the members of the household to which he belongs, his recreation, etc. In this manner the counselor may find out whether or not the child is expected to help to support the family in the near future, or if he will be able to afford a higher education. He can find the causes of different personality difficulties like shyness, bashfulness and the like which would handicap the child in his future occupation, and he can help him to overcome them.

D—Similar data and valuable information can be secured from *other agencies* which the child comes in contact with, like the Y. M. C. A., Boy Scouts and other associations.

There is in vocational guidance as in other fields of education "an unfortunate tendency to replace clinical analysis of individual cases with statistical treatment of mass data in which the individual is represented by an impersonal score" (Terman). A counselor cannot advise and cannot guide a child without taking into consideration his whole personality and his whole environment. Only by enlarging his understanding of the individual subject can he be of any help to him.

For this purpose we have to emphasize the necessity and importance of cumulative and detailed records for each child. These records have to furnish many impersonal as well as personal data. We have to know the child's past as well as his present in order to help and advise him for the future. A permanent record card will show the child's general intelligence and his progress through school. It will show his strong sides and his weaknesses, his personal qualities and his interests, and only on the basis of all these can we give him our advice.

Studies of economics, sociology and industrial situations are often stressed as an important preparation for a counselor. The same importance have the studies of psychology, normal as well as abnormal. Only when we will understand as well as possible the complicated human behavior, will we be sure that our judgment and advice as counselors will be not our personal and superficial opinion, but that it will be based on facts. And only in this way can we help the individual to find an adequate expression for his abilities and to become a happy and well-adjusted citizen.

Drifted Gold

By MARION G. GODDETTE

A miser may bend o'er his hoarded gold,
  O'er which he starved his soul;
By cheating his life of a thousand joys,
  And countless sins to toll.
But give me the gold of the autumn leaves,
  The blue of the sky above;
And treasures in Heaven of kindly deeds,
  And a heart full of God and love.
I am poor in the way men count their gold,
  But I'm richer than miser or king;
As I wade through the drifts of autumn gold,
  I could lift up my voice and sing.

—Boston Transcript.

Making a Faculty Happy and Efficient

By BYRON COSBY
Northeast Missouri State Teachers College, Kirksville, Missouri

THERE are many activities in the administration of colleges that have been and are now acceptable to every one. Again there are certain practices that are still in doubt, and the speculative type of college emphasizes some one or more of these practices while the conservative type of college looks with disfavor upon these activities. A college president in a recent conversation stated that he and his faculty were studying within their student group fifty-five professional or educative experiments. In his college all of the students are living in college halls and are more or less easily controlled for experimental projects. In many of our institutions, when students live at home or in nearby rooming houses or fraternity houses, some of his experimental practices would be impossible. Nearly all of the present experimental practices are looking to the better welfare of the student group. Nearly all colleges have some semblance of a plan for leave of absence for faculty members. Many of these colleges have very poor plans of financing any research work, clerical work or leave of absence. The college professor or employee differs in no way from other men and women as regards thrift. Since salary schedules are usually determined by legislative actions, a statutory law of the amount of endowment, the amount of funds for salaries is low. And, too, since many college presidents have vied with each other in the attempt to see which one might have the larger faculty, salaries have been kept at a minimum. Even the employee who wants to save for future cultural and professional development, and knows how to be thrifty, is prevented by the meagre income he receives from his employer.

The Northeast Missouri State Teachers College, Kirksville, has set up three definite plans of helping its faculty. Why? Our salary schedule is not high, because the appropriations of the general assembly have always been limited. Again, the appropriations have always been made to cover two years in the future and usually have been based upon the attendance and curricula of the two previous years. Many times the legislative body has passed laws requiring certain subject matter of its teachers, doctors, lawyers, or other professional groups. To illustrate, laws pertaining to physical education and agricultural education requiring teachers to be informed in these subjects, and even though such legislation is passed there is no increase in the appropriation for teaching. Again, college attendance has shown a marked tendency to increase in the past few years. In our college the attendance has increased 50 per cent. since the World War and the teaching floor space and salary appropriation has not increased as regards curricular and attendance increase. The function of colleges is to give much more in teaching technique, laboratory and library equipment, hence the cost of college education has increased *in toto* although the unit cost per student taught hour for each of the items is lower than at any time for many years. This total increased cost has caused many of the small so-called private or church colleges to close their doors. This has a tendency to increase beyond the law of natural increase the attendance of the state and endowed colleges.

When our attendance increases and curricular and extra-curricular programs increase, there is an added burden to the college teacher or employee. If the funds will not permit an increased salary schedule, and if human nature will not set up the saving virtue, we must find some other way of helping the teacher to meet the increased demands.

Our college has felt that there might be three definite ways of helping the faculty. First, in a release from campus duty for a long or at least definite period of time for rest, study along a definite progressive program, or foreign travel. Second, in short periods of release to make trips and study the pressing problems of the teacher's immediate needs. Third, of giving the teacher continuous quiet help while in residence.

To meet the first the Board of Regents accepted the proposal of the college administration offices that there be set aside a definite per cent. of each teacher's salary in addition to his salary for absence to study or to spend in foreign travel. To illustrate, if an employee has entered into an agreement with the president and Board of Regents to work for $300 a month the business office pays the $300 a month at the end of each month and in addition sets aside at the end of each month $15.00 for future use. Leave of absence can be taken at any time after three months of service provided the president approves, and a program is followed that meets with his approval. Any faculty employee who wishes to use his accruements must pledge himself or herself to devote full time while absent from the campus to the program approved by the president, and at the close of his leave of absence to return to the college for further services. Failure to comply with these regulations places a moral obligation upon the teacher to return the money accepted. In this college of sixty-five faculty members there has

been over 700 hours of graduate study done in the past four years. This college employs its faculty for forty-four weeks of service. With this long year it is evident that the plan of leave of absence is very popular. The employee receives his leave of absence money at the end of the month just the same as though he were in residence. If absent three months he receives one-third at the end of each month; if absent six months, one-sixth; if nine months, one-ninth. The greatest value perhaps lies in the fact that leave of absence can be taken whenever the teacher and the president mutually agree. This expense is borne out of general income.

Our second plan is as follows: A teacher is working along some definite line; to improve the material in his course, to look in upon different types of organization or administration, to study some teaching method or teaching technique or to proceed with a doctor's dissertation or other interest. The teacher from any available source, bulletin, magazine article, personal conference, district, state or national convention, or by personal inquiry or correspondence finds the place where his problem is being thought about, approved or developed. He then plans a trip to study his problem. The trips occupy from ten to fourteen days. To illustrate, a teacher of elementary education spent ten days visiting elementary schools in New York City, especially the school of Angelo Patri. Another teacher, professor of animal husbandry, was given twelve days to visit the agricultural experiment stations in New Hampshire, New York, Connecticut, and the Bureau of Agriculture at Washington, D. C. Our teacher of the teaching of mathematics spent nine days visiting some of the great outstanding teachers of the teaching of mathematics in some of the foremost teachers colleges. Many of the faculty have made such studies, reporting on their return to the faculty in regular faculty session, the impressions and learnings on their trip. Many others are working on plans for such trips. While the teacher is absent his classes are taken care of by colleagues or advanced students who are skilled in the subjects taught by the teacher. In the past four years twenty such trips have been approved. All expenses of the trip are paid.

The third plan we call our co-operative library plan. We have set aside a room of good size, well lighted and comfortable, for the co-operative library. A well informed woman, with preparation requiring the Master's Degree, and one who has made a specialty of reading and of books, is in charge. She has clerical help as needed. If any faculty member is interested along any line of thought either for pleasure or advanced study along his major interests and discovers any book published that will be helpful he reports to this librarian, who immediately buys the book and turns it to the teacher. The teacher may keep the book as long as he wants or needs same, and then turn it to the library. Many books accumulate. Teachers who may have a leisure hour find this library very stimulating and attractive. Not only does this extend to the teachers on the campus, but to any one in our area who is working along some definite academic or professional problem. Again the librarian makes study of books and faculty and plans some general suggestive readings for young teachers or advanced students. Our second and third experimental helps for the faculty are financed by a friend of education.

The three plans of faculty help in our institution have been in effect for the past few years and have given us much happiness, appreciation and academic and professional advancement. We have tried the plan long enough and had satisfactory results sufficient that we believe the plan has merit, and could easily be established in other colleges.

Start Where You Stand

Start where you stand and never mind the past,
The past won't help you in beginning new,
If you have left it all behind at last
Why that's enough, you're done with it, you're through;
This is another chapter in the book,
This is another race that you have planned,
Don't give the vanished days a backward look,
Start where you stand.

The world won't care about your old defeats
If you can start anew and win success,
The future is your time, and time is fleet
And there is much of work and stress and strain.
Forget the buried woes and dead despairs,
Here is a brand new trail right at hand,
The future is for him who does and dares,
Start where you stand.

Old failures will not halt, old triumph aid,
Today's the thing, tomorrow soon will be;
Get in the fight and face it, unafraid,
And leave the past to ancient history;
What has been, has been; yesterday is dead
And by it you are neither blessed or banned,
Take courage, man, be brave and drive ahead,
Start where you stand!

—Author Unknown.

Personal and Professional

FREDERICK WILLIAM KINGMAN, superintendent, Natick, Mass., since 1922, has had an unusual experience in that he has been superintendent in three municipalities in Massachusetts, has been principal and virtually the creator of the County Agricultural School. More unusual than any of these is the fact that he was elected to the Massachusetts Legislature three successive years, and that experience has given his professional service an exceptional masterful significance.

We have watched his career as a student in the Bridgewater State Normal School, in Harvard University, and in all his public life, because by birth we are fellow townsmen, which means much to a New Englander. We know him to be perseveringly altruistic and tolerant. Good citizenship has characterized every phase of his public life, and professionally he has been keenly sympathetic with his teachers, and inspirational with students and the public.

JOHN G. ROSSMAN, for four years assistant superintendent with William A. Wirt, Gary, Indiana, accepts the superintendency of East Chicago, succeeding J. W. Asbury. Mr. Rossman was superintendent at Fort Smith, Arkansas, when elected at Gary. He has been on the summer faculties of several universities, and has been prominent in civic, social, and professional associations in Gary.

RONALD A. KENT, dean of Liberal Arts, Northeastern University, Evanston, accepts the presidency of Louisville, Kentucky, University, which has been vacant since the death of George Colvin, a year ago. This is an opportunity for a man of Dean Kent's administrative ability and experience to achieve fame for himself by rendering great service to a city which needs to have the university assume leadership along civic and social lines.

ROYAL BAILEY FARNUM, who accepts the position of educational director of the Rhode Island School of Design, incorporated fifty years ago for the purpose of providing "instruction of artisans in drawing, painting, modeling and designing that they may successfully apply the principles of art to the requirements of trades and manufactures," has for eight years been state director of art education, principal of the Massachusetts School of Art, and lecturer at Simmons College. He rendered highly important service in Massachusetts, and is admirably qualified for the responsibilities of art leadership in Rhode Island.

DR. ARLO AYRES BROWN, president of the University of Chattanooga, accepts the presidency of Drew University, formerly Drew Theological Seminary, Madison, New Jersey, succeeding President Ezra Squier Tipple, whose seventeen years' service changed a faculty from thirteen to forty-one, leaving the institution with an endowment of $2,300,000, and pledges of another million. Drew University retains a distinct religious flavor, and avoids any suspicion of mass production in scholarship or academic psychological freedom. There is prosperity along all lines, and Dr. Brown brings to this college a reputation for achievement that inspires confidence.

MRS. F. P. BAGLEY, of Boston, who has been appointed by Secretary Wilbur on his advisory council, is a woman who has rendered educational service in Massachusetts noted for its quality as well as for its quantity. The appointment gives high satisfaction in the state.

H. H. CHERRY, president of Western Kentucky Teachers College, Bowling Green, dean of leaders in higher institutions of learning, Kentucky, and one of the most brilliant educators of the state, is conducting a campaign styled "The College Heights Foundation for a Student Loan Fund and the Kentucky Building at the College." In the first five years of the functioning of the Loan Fund it made 2,400 distinct loans aggregating $85,000.

No man in the state in recent years has been of such varied and important public service as has Dr. Cherry. One of his latest high achievements is the creation of the Mammoth Cave Public Park, which is one of the most significant memorial parks in the country.

I. O. WINSLOW, after seventeen years of devoted and successful service as superintendent of Providence, becomes superintendent-emeritus at a salary of $5,000. He will enjoy life to the full with freedom from responsibility for details. Under his guiding hand the schools of Providence have kept the pace of progress which they had struck when he took them in hand, and they have kept their pace during his leadership. It has high significance for a superintendent to keep a school system on an even keel of progress with no friction in the system or with the public. The teachers gave him a handsome testimonial at their banquet.

The Country Boy

By O. H. BENSON

MOST of the books, articles, and programs written for boy needs and about boys are based upon surveys, studies and investigations about boys of urban and town environment; likewise, most of the service and leadership of our boyhood has been given to urban groups. Efforts have been made by special leaders and educators to study rural boys, but here much of the effort has been wasted because we have approached the new field in an old way by trying to prove that rural boys are like the city boys, or "All boys are alike," and often leaders have approached the problem with bias, and would try to prove that what they said, wrote, or advocated is true. In this article the author aims to stimulate thought, study, and consideration on the part of those who are honestly seeking understanding of the rural boy as a basis for safe procedure in program-making and leadership of farm boys.

Free time of farm boys is made up of hours when the boy may do as he pleases. Their free time represents many hours during a year. They come at irregular intervals, such as rainy and stormy days, between chores, odd moments at noon or meal time and free time given as an award by parents for well doing; having a job finished ahead of time, or time off between haying or husking, or rush periods. These periods come at different times, due to diversity of farm enterprises engaging the time of the farmer and different climatic conditions in the states. This off-time affords a splendid opportunity for camp time and Scout advancement. Evening hours at home undisturbed by city influence make for some of the best available free time for Scout training. Every farm boy in Scouting should make much of his home or family circle for Scouting. Get the whole family interested in Scouting.

The vital farm boy facts and free time conditions should be understood by all leaders in Scouting. Unless the farm boy is protected in his rural home and farm interests, it is easy to do more harm than good in registering farm boys as Scouts. Like food sent down through the windpipe a good and necessary program of Scouting for city boys may choke the rural recipient.

Farm boys need training in team work and cooperative values related to the farm without destroying the independence, self-reliance, and self-action value which is the basis of successful farm life in America.

When our farm boys become too social and urban-minded they will desert their parents and the farm life for urban centres. Rural Scouting must therefore be directed toward the farm and the home needs of rural boys. Let's back up the parents, and help American agriculture and parents through rural Scouting.

Boys may be divided into three groups: first, gang boys, who can best be reached and helped through the group action as is shown by Patrol, Club, or League programs; second, the chum boys, who are never happy or effective except as they function through or with a "pal," chum, or buddy; and third, the lone boys, who never gang or chum, but who satisfy their social or "we" desires and needs by an intensive relationship to things, pets, plants, machines and birds. Colonel Lindbergh, the lone eagle, is in this latter group.

No one would ever surmise that men such as Colonel Lindbergh were alone, and surely they are not lonesome, nor will the nation suffer because boys and men prefer at times the "we" or Lone Scout plan of performance in Scouting or in life's work. Right here is where we find the Lone Scout cure for free training time and its better use in Scouting.

A billion dollars will be expended by tourists this season is the estimate. Most of this will be spent by Americans in America. Next largest amount will be spent by Americans overseas, and the rest by overseas people in America. It will all be essentially educational. The most and best education will be by Americans in America.

Delicious Acid Drinks
... prepared without lemons
Horsford's Acid Phosphate is a real body-building substitute for lemon or lime juice in the preparation of refreshing acid drinks. It is very convenient to have at hand and a most wholesome addition to any flavor fruit syrup. Two tablespoonfuls of Horsford's will serve in place of the juice of one and one half lemons.
Horsford's Acid Phosphate
D-81-4
AT ALL DRUGGISTS

Camping Right at Home

By ARTHUR DEAN

Say, folks, I've got a grand idea. It came after I had submitted to the editor my idea which was used in the issue of July 8 that fathers should send their children to camps, their wives to summer hotels, or take the whole family on an extensive educational auto trip.

Honestly, folks, I forgot for a moment all about those fathers who cannot get away and cannot afford to have their children sent away. Here's the idea: How would it do to run your home this summer on the same principles that are used in a summer camp? Good idea, aye?

Well, to start with, you know that the director of a first-class summer camp is a real he-man or a real she-woman. These directors know youth and its individual problems. They know that activity work, wholesome play, the out of doors, regularity of meals and sleep are some fundamental principles in good habit formation. All right, parents, you are the directors of your own camp.

Now the second thing that a good camp has is a selected group of counselors who are picked because they thoroughly understand children, like to work with them, and have learned from wide experience how to handle them. Well, every day this paper, through the column, sends you a counselor right into your own home and has been doing it for some time. You probably have saved many of the articles, perhaps you have a scrap book as many Directors of Home Summer Camps have done, so you already have the help of a counselor.

Furthermore in a good camp there are daily chores. They are looked upon as stunts rather than drudgery and they become a game because boys and girls do them in groups, each group trying to out-do the others. The chores are apportioned just as you can apportion the chores around your home camp to your youngsters; you can make competitive just as the camp does, to see which of your children can do them better and more quickly. If you have only one youngster you can use one of my charts, entitled "Translating Points into Pennies," which makes the child compete with himself, just as golf players play to beat their previous score.

In fact good camps oftentimes have merit systems of giving a point for setting-up drill, one for morning dip, one for combing the hair and brushing the teeth, one for being on time for meals, one for good showing in daily inspection or person and equipment. At the end of the month an emblem is given to put on the camper's jersey to show the world why he is a good camper. Your reward can be ice cream sodas for a perfect day, or a ticket to a baseball game.

Then there's the matter of food fussing. Handle it as it is handled in a camp. Supposing Bobby doesn't like a boiled dinner or liver and bacon. What of it? Treat him as he would be in a camp where there would be only the casual remark by one of the leaders, "Too bad you don't like it, Bob, but that's all there is today." If he did not eat pretty soon he would find that the rest of the boys at the table were eating his share. That hungry injured look which did not attract any attention at camp need not attract any attention at home either.

Camping boys and girls are kept out of mischief by getting them and keeping them interested in doing things, making things, and learning about things. The shop equipments they have are usually limited in number of tools, lumber is often old packing boxes, the things made are out-of-door seats, rafts, back-yard gymnasium apparatus and scientific jim-cracks, dear to the heart of a boy. Your summer home camp can do likewise. The girls in their camp have sales, visiting days when they act as hostesses, dramatic pageants, athletic contests.

Why not join up with one of your neighbors in starting Home Summer Camps? Each father should run his own camp and twice during the season have contests between these home camps, or a food sale, or something else which imitates very closely an expensive camp which you can install right in your own home.

Copyright.

EDUCATION IN ACTION

Yale News Assails Democratic Exams

The Yale News, official undergraduate daily at Yale, in a leading editorial recently attacked the University authorities for failing to "separate the sheep from the goats" among the students, and for talking about establishing an aristocracy of brains without doing anything about it. After describing examinations as the semi-annual guessing contests, though admitting that their complete removal would probably be as disastrous as a three-weeks' reading period, the editorial goes on to deplore a state of affairs which compels the intellectual aristocrat to "grovel twice a year in the academic dust of the uninspired," and to be "submitted to the ordeal which his less enlightened confreres view with such trepidation." "Exemption from examinations for high stand men are," the editorial continues, "but a minor opportunity for her to prove that she is not lured hither and yon by hypocrisy; if she succumbs, we cannot fail to construe much recent talk as so much balderdash."

Plan to "Dissect" Religion in U. S.

American religion in all of its aspects will be put upon the dissecting table by Columbia University professors of religion, who propose to make the first thorough non-theological study of religion in America. American spiritualism, theosophy, the early history of the Quakers, early radical sects, and free thinkers, will be subjected to a dispassionate academic analysis by Columbia philosophic-religionists. Professors Herbert W. Schneider, Horace L. Freis and Irwin Edman, who are associated with the new chairs of religion recently established in the Department of Philosophy of Columbia headed by John Dewey, will direct and compile the research work of the comprehensive survey.

Degree Requirements Raised by Princeton

The board of trustees of Princeton University has approved the raising of requirements for the degree of Master of Arts, it was announced. A plan permitting sophomores of high standing to study in foreign universities a year without losing class standing at Princeton, has been sanctioned. Candidates for A. M. degrees must complete two years of resident graduate study or one year of resident graduate study and in addition the passing of a comprehensive examination in their field. Princeton graduates who are required to pass comprehensive examinations in their field as a prerequisite to their undergraduate degrees need not be re-examined, provided they continue as graduate students in their undergraduate field of study.

Denies Pupils Act As Street Cleaners

Commenting on the completion of twelve years' of anti-litter work by the Block Captains' Organization, Frank A. Rexford, director of civics for the New York City Board of Education, in a statement issued from the Merchants' Association, which sponsors the movement, corrects an impression that the children are taught merely to be street cleaners. He emphasizes the aim of the association to give them practical experience in good citizenship. Starting out with an enrollment of 859 pupils in three high schools, the organization has grown since it was formed in 1918 through the anti-litter bureau of the Merchants' Association to function in the civics classes of forty-three high schools and junior high schools, with 12,992 block captains enrolled. The organization was responsible in nearly 150,000 instances for the correction of conditions in streets, yards and vacant lots which were the subject of complaint. "I don't want any one to get the idea that these children are scavengers," Mr. Rexford says. "This work will profit little if all we are doing is to teach the children to be street cleaners. What we are doing is teaching co-operation in government—not self-government, as it is sometimes referred to—but participation in government."

Schools Should Bar Propaganda

The public schools must be preserved as an agency for developing critical judgment and must not be subverted to propaganda on behalf of any particular commodities or systems, the committee on propaganda in the schools of the National Education Association declared. The report was submitted by the committee chairman, Edwin C. Broome, superintendent of schools, Philadelphia. The report stated in part: "The school should guard against casting the minds of children in certain inflexible moulds modeled along the lines of current practice. . . . Contests, originating from outside the school, are ordinarily of doubtful education value. . . . The privilege of outsiders to address school assemblies and classes should be definitely controlled by educational authorities. The difficulty of the propaganda problem will be lessened when all schools are supplied with adequate funds so that no school will be compelled to rely on gifts and donations from the outside."

Academic Freedom Demanded by Teachers

Disputing rules that forbid teachers to marry under penalty of losing their jobs and in other ways violate what they term their "academic freedom," members of the American Federation of Teachers pleaded for treatment as "human beings" at their annual convention in Chicago. The group also discussed ways and means for higher wages through advocacy of a $2,000 minimum salary for trained teachers. The federation, affiliated with the American Federation of Labor, has been organized for thirteen years.

Seattle Students Blaze Own Trails

They make their own trails on the campus of the University of Washington, literally and actually and with their feet. It is a wide campus with long hikes between recitations, and hurrying students in taking a straight line between two given points often go over the grass. When enough of them have done this to wear a trail the campus grounds committee is convinced that there is need of a walk there and builds one accordingly. So does the tentative trail become the parent of the conventional walk. This plan of being guided by the trail-blazing of the students has determined many of the paths leading from the main arterials of the campus.

Girl With Diploma Can't Enter College

Armed with a high school diploma, a certificate that she has passed the New York regents' examinations and with a sincere ambition in life, fourteen-year-old Mary Louise Dee of Hancock, Mass., in the Berkshire Hills, is knocking vainly at the portals of the principal women's colleges in the East. Her mere fourteen years bar her from admission, according to information given her in response to inquiries. Colleges have refused her admission stating that their age limit for admitting freshmen is sixteen years. She wrote the class poem at graduation. Miss Dee wants eventually to become a lawyer.

Sixth of Revenue On Education Alone

One of the outstanding features of the educational progress in Cochin State, India, according to the annual report of the Education Department, is the strenuous attempt being made to educate the depressed classes. The children belonging to these classes are given free education, special scholarships, food, clothes and books. A large number of night schools have been started for them in areas where on account of their necessity for earning wages they are not able to attend day schools. Last year there were about 12,000 children belonging to the depressed classes under instruction. Of the boys and girls in Cochin ninety-three per cent. (the highest percentage of literacy in India) are receiving instruction. The state spends nearly 1,500,000 rupees or a little over sixteen per cent. of its total revenue on education. The state has also been trying to give a vocational bias to its educational system. There are thirty-five industrial schools, the total number of pupils under instruction in these schools being over 1,000, of whom nearly 300 are girls.

Abandon Exams For Teachers

Discontinuance of all promotion examinations for teachers in the Boston schools was approved at a meeting of the school committee after School Committeeman Dr. Joseph V. Lyons asserted that the system placed a severe hardship on the teachers. The action of the members was regarded as a surprise as it was not expected they would decide the question at this time. A large majority of the teachers have been strongly in favor of the proposition and for more than two years Dr. Lyons has been attempting to bring the matter to a final issue. Dr. Lyons claimed that the teachers are sufficiently burdened with their duties in the schoolrooms and with the pupils and that they have little extra time to pursue special courses in study for the purpose of preparing for promotion examinations. Heretofore if a teacher wished promotion it was necessary to take a great deal of outside work in preparation for the tests. It was pointed out by members of the committee that teachers coming into the department must be prepared to teach various subjects and that all the teachers are always studying to keep up with new methods.

Trade School Code Improves Ethics

Substantial progress has been made during the last year among correspondence and trade schools which needed improvement, by toning down their advertising claims, by improving their courses of study and by practicing greater discrimination in admitting students. The advance is noted by H. A. Wagner, a director of the American Association of Engineers and chairman of its committee on correspondence schools and trade schools. Since a code of ethics was adopted a year ago by many of the correspondence and trade schools when they organized the National Home Study Council, many of the "worst offenders" have been obliged to reduce their staffs from sixty to seventy per cent., some have abandoned business entirely and others have improved the standards of practice, said Mr. Wagner. Extension schools of the universities, he said, were proving to be helpful influences. These schools were stabilizing the entire system; they made no "alluring promises" of lucrative positions upon completion of courses; in fact, they made no guarantees that their graduates would obtain work; their courses were prepared and checked by members of the faculty of the university.

Rhodes Scholars Seek Compromise

Announcement that German Rhodes scholarships will be resumed in the near future transformed the reunion of former Rhodes scholars in session at Oxford recently from a mere social gathering into a milestone in the history of international intellectual cooperation. The chief matter discussed was the redistribution of American scholarships among six groups of states rather than among forty-eight. Although this plan meets approval, in the main considerable opposition has arisen from representatives of smaller states and it is likely that a compromise plan will result. The ideal age at which scholars should go to Oxford was likewise studied and the consensus seemed to be that men will derive the most profit from Oxford if they already have completed their undergraduate work in their own universities. The possibility of permitting scholars in their third year to study at Cambridge, London or continental universities if better facilities for their particular branch of research are afforded there is winning favor.

Colleges Scatter Honorary Degrees

An unusually large number of honorary degrees were bestowed during the recent commencement season in American colleges and universities. Scholars, bankers, doctors, actors, authors, politicians, missionaries, admirals and notable figures in a good many other fields were presented with Latin records of achievement. Recognition was accorded to other men whose work in more obscure fields had not been generally known. Governor Roosevelt of New York apparently led all others in the number of honorary degrees received this year. In the course of one June week he appeared at four universities—addressing the Phi Beta Kappa Society at two of them—heard himself eulogized by the orators, and received a total of twelve new letters to write after his name. He was honored by Harvard, Dartmouth, Hobart and Fordham. Running second were the present and the retiring secretaries of state. Each got three. Each recipient receives, besides the rolled parchment that bears his citation, the mortarboard hat and robes that are the outward and visible sign of his honor. These robes vary from the sombre black with blue arm stripes of an American doctor of philosophy to the blazing gold and scarlet and blue ermine-trimmed gowns of European university degrees.

Scots Planning To Raise School Age

That the compulsory school age should be raised to fifteen as from January 1, 1931, was the demand of the Educational Institute of Scotland made at its annual meeting in Edin-

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READING INTERPRETATION EXPRESSION

Two years ago we made a new school friend in Rockingham, N. C. At that time Mr. D. Baker Smith, principal of the Rohanen Graded School in that city, wrote to inquire about the Arlo Books. Since then he has been coming back regularly for more. We have never met him. We have never talked with him except by letter, but we count him a permanent Arlo Book friend.

Just this week Mr. Smith wrote for a statement of his account, and when his check followed, he attached this note:—

"I am sending my check, and with it my thanks for allowing me the privilege of paying for such excellent books."

(Signed) D. BAKER SMITH,
Rockingham, N. C.

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burgh recently. Should the Government accede to the demand many industrial centres will be faced with serious problems. It is estimated that in Glasgow the raising of the age would add over 20,000 children and 500 teachers to the school population and involve a large scheme of school extension. Edinburgh is better prepared, having led the way in continuation classes both for day and night students in Britain. Aberdeen finds that it would mean an increase of from 200 to 2,500 students, at an approximate annual cost of 18,000 pounds. It is believed that the raising of the age would not only improve the standard of education in the country, but would partially solve the unemployment problem.

Ask Teaching History of Race

An appeal for training Negro youth in the history, accomplishments and background of the Negro race was made at the third mass meeting of the twentieth annual conference of the National Association for the Advancement of Colored People in Cleveland by Mrs. Sallie W. Stewart, Evansville, Ind., president of the National Association of Colored Women. "In all history there is no written record of the ambitions of the colored man—no chapter devoted to his achievements and his background," she said. "We colored women feel it to be one of our duties to teach our youth the history of our race."

College Women Prefer Educated Men

How much education does a college woman ask in the man she marries? According to what 1,561 of Radcliffe's married alumnae say on the subject, the college woman most decidedly prefers the college man, for husbands of 1,211 of these women, or 78 per cent., are college graduates. Only 350 of the married alumnae are married to men who have not been to college, making the proportion nearly four out of five in favor of the men with higher education.

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TREND OF THE TIMES

AVERAGE MAN is continually faced with the problem of how to keep abreast of the changes that are continually being made in this country's laws. The statutes are overburdened with petty laws, perhaps a third of which are unnecessary. Governor Byrd of Virginia has advocated for every state in the Union a special session of the legislature, not for the purpose of spreading additional legislation on the books, but for repealing archaic or undesirable laws.

BABIES used to be so plentiful in England and in Germany that some French editors are now noting with surprise that France is not the only country in Europe that has suffered from a decline in the birth-rate. In England, they point out, the number of births in 1927 was lower than that in 1855, and while in Germany the rate in 1880 was 307 births for 1,000 families, in 1926 this figure had dwindled to 138. The falling-off is most notable in the large cities.

DEPARTMENT STORES are chiefly responsible for increasing American interest in art, according to Harry Watson Kent, secretary of the Metropolitan Museum of Art in New York City. "The wide variety of goods, including paintings, sculpture, and prints, found in the department store today, the knowledge displayed in the selection of its stock, the skill shown in the display of its wares, especially in its shop windows, have a more immediate and effective influence in the lives of the people than any other art agency," he said.

GENERAL TIGHTENING up of the United States machinery for regulating admission of aliens to the country and to citizenship becomes effective July 1. Cost of "first papers" will be $5 and "second papers" $10. A certificate of entry will cost $5. All aliens now living in the United State but not legally entered are required to make their entry legal at once or return to their native land, under penalty of being deported and barred from re-entry.

GROSS TONNAGE of merchant vessels under construction in the United States was doubled between the end of 1928 and the close of the first quarter of 1929 with an additional $110,000,000 of new construction under way or contemplated for the near future. This renaissance of the diminishing shipbuilding industry in this country is largely attributed to the passage of the merchant marine act of 1928, better known as the Jones-White act.

AN UNUSUAL METHOD of recovering forgotten volumes borrowed from the city library was successfully tried in Sacramento, Calif., by W. F. Purnell, who inaugurated what he termed as "no fines" week. As a result of the innovation 1,437 books were returned to the shelves of the library, the oldest of which was one issued to a borrower in 1911.

ALL RECORDS for the licensing of airplanes, aviation pilots and mechanics and for the approval of aircraft and engine types were broken during the first six months of 1929, according to a report compiled by the Aeronautics Branch, Department of Commerce. The report showed that at the close of the fiscal year, June 30, a total of 6,254 aircraft were licensed by the department, 4,821 air craft identified, 7,881 pilots licensed, permits issued to 18,550 student pilots and 6,169 mechanics licensed.

HIGH PERCENTAGE of home accidents occur in bathrooms, according to Dr. Guy Hinsdale of Hot Springs, Virginia, who describes sixteen kinds of bathroom accidents, most of which, by reasonable foresight, can be avoided or made less serious in their consequences. The habit of the locked bathroom usually prevents alarm or rescue in many cases until the victim is beyond aid.

RUSSIAN Communism is at last ready for an armistice with religion, a change in government policy dictated not by sentiment, but by hard necessity. The Soviet leaders learned what others have learned long before them, that faith thrives under persecution. It is proposed to remove constitutional restrictions on religious practices, to separate church and state and church and schools, and to grant to all citizens the right to religious practice as well as to anti-religious propaganda.

TAXICAB equipped with radio so that the passenger may listen to reports of baseball, stock exchange quotations, news or music as he rides was recently exhibited in Chicago. Research work is progressing with a view to establishing a system of dispatching cabs by radio, it was reported.

The BOOK TABLE

THE EARTH AND ITS PEOPLE. Book Two, The Americas. By Wallace W. Atwood and Helen Goss Thomas. Cloth. 6 by 10 inches. Boston, New York, Chicago, London, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

When we see what a really wonderful book is made for a geography of the New World, a book thrilling with fascinating information and illuminated with more than 300 maps and beautiful and informing illustrations it is hard to realize that it is only a hundred years ago that geography was taught in any schools in the United States.

It is only a few years since there could have been a textbook on geography with the facts, pictures and maps that are in the Atwood-Thomas book on "The Americas."

It requires a fortune to produce a book like this, and yet there are political cursed communities that would be willing to handicap children who are to be the Americans of to-morrow with out-of-date information, stupefying illustrations and unverified statements in the interest of cheapness.

We rejoice that the American spirit of today as a whole appreciates a geography that has spared no pains in knowing the facts of today and presenting them so alluringly that children cannot escape the fascination of the Americas of today.

ALEXANDER AND SOME OTHER CATS. Compiled and Arranged by Sarah J. Eddy. Cloth. Fully Illustrated with Photographs of more than Seventy Famous and Interesting Cats. Published by Marshall Jones Company, 212 Summer street, Boston.

If you love cats you will worship this remarkable collection of beautiful photographs of famous cats and vast array of tributes to cats individually, personally and in mass.

"Dogs and horses are our slaves; cats never," says Helen Winslow.

"The cat is the banisher of pessimism, the comforter of loneliness, and the humbler of false pride. The cares of the day may be heavy, the problems of living may oppress and discourage, but come home from them in the evening, sit down with the family cat by your side and there comes a new understanding of the philosophy of life itself," says Edward E. Whiting, New England's favorite present-day writer for the daily press.

William Lyon Phelps of Yale, one of the most brilliant essayists of the day, says: "I view the social rise of the cat with elation. There is every evidence that the cat is coming into his own. . . . The love of cats is inborn. . . . The cat is the most beautiful and graceful of domestic animals. Although he takes only a hundredth part as much exercise as a dog, he is always in perfect condition. . . . When a cat desires to take his repose, he not only lies down, he pours his body out on the floor like water. It is restful merely to behold him. . . . What is most admirable is his intellectual and spiritual nature."

Great men have loved cats. Mohammed had a favorite white cat, Dr. Johnson, Moncrieff, Chateaubriand, Matthew Arnold, Sir Walter Scott, Richelieu, and Victor Hugo each loved his favorite cat and the cat tribe.

ANT-HILLS AND SOAP BUBBLES. By Mary Geisler Phillips. Illustrated by Grace Norcross and Albert W. Force. Cloth. 265 pages. Boston, New York, Chicago, Atlanta, San Francisco, Dallas: D. C. Heath and Company.

This is an interesting book for third or fourth grade children to read and enjoy, and they will learn a lot about ants that they will never forget, for they learn it playfully just as they learn how to play a game that they want to know how to play.

The vital part of learning is to want to learn something and then learn it quickly and remember it always. "Ant Hills and Soap Bubbles" is a book that makes a child want to know about ants, and what he learns in this way he will never forget.

ANIMAL BIOLOGY. An Introduction to Zoology for College and University Students. By Henry Higgins Lane, Ph.D., University of Kansas. 105 Illustrations. Cloth. 590 pages. Philadelphia: P. Blakiston's Son & Co.

This is a textbook of a scientific nature, in a class by itself in awakening an interest, in holding attention and in anchoring information tenaciously in memory.

There are incidental facts sprinkled all through the book, facts not known to a freshman, facts that he is delighted to know, and so tersely stated that they will be a permanent possession.

"Aristotle, the father of natural history." . . . Morphology, a term coined in 1817 by the biologist Goethe, (known most generally only as the poet who wrote "Faust").

There is a literary charm quite unusual in a scientific text. For instance, "Nature is ever inviting investigation; she hides her beauty behind a cloud; she buries her truth in the earth; her goodness is whispered among the stars; she spreads before man areas he may never compass, heights he may never scale, depths he may never fathom. Yet she plants within him insatiable curiosity to peer within the veil, indefatigable perseverance to mine the ore of truth, a mind to compel the stars to speak aloud; she rewards him according to his deserts."

It is needless to say that Lane's "Animal Biology" is a captivating text, valuable scientifically and invaluable pedagogically.

CONTEMPORARY EDUCATION: ITS PRINCIPLES AND PRACTICES. By Paul Klaffer, College of the City of New York. Cloth. 600 pages. New York, London: D. Appleton and Company.

This is the most elaborate and discriminating study of the old and new in education without considering overmuch the very old and the very new. It is safe and sane and at the same time interesting and inspiring.

Books Received

"Foundations of American Government." By H. A. Spindt and F. L. Ryan.—"Honey Bees and Fairy Dust." By Mary G. Phillips.—"Ant Hills and Soap Bubbles." By Mary G. Phillips. —"In Training for Health." By C. Turner and J. Pinckney.—"Yukon, the Silver Fox." By Arland D. Weeks. —"Ten Outdoor Men." By James Speed. New York City: D. C. Heath and Company.

"Introduction to Science." By Caldwell and Curtis.—"Our Story Reader," First Book.—By Kirk, VanHeyde and Orr.—"The Land of Make-Believe." By I. Ketchum and A. Rice.—"Retail Selling." By Helen Rich Norton. Boston: Ginn and Company.

"Teacher's Book to Accompany a Child's Number Primer." By Badanes and Badanes. New York: The Macmillan Company.

"Educational Psychology." By Pintner. New York: Henry Holt and Company.

"Ubungsgrammatik." By Ernest R. Dodge. Yonkers, New York: World Book Company.

"The American School and University." New York City: American School Publishing Company.

"The New Path to Reading," Book One. By Anna Dorothea Cordts.—"The Alpha Individual Number Primer." By the Supervisory Staff of the Summit Experimental School, Cincinnati, Ohio.—"The Alpha Individual Arithmetics." Book 1, Parts 1 and 2.—"Travel Sketches of Today." By Charles Lane Hanson and William J. Gross.—"Pinocchio's Visit to America." By Angelo Patri.—"Science and the Way of Health." By J. M. Andress and Maud A. Brown. Boston: Ginn and Company.

"Survey of High Education for the United Lutheran Church in America." By R. J. Leonard, E. S. Evenden, F. B. O'Rear. Volumes 1, 2, 3. New York City: Teachers College, Columbia University.

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GRINS BETWEEN GRINDS

A Holey Hope

In Washington they tell the story of a golfing clergyman who had been beaten badly on the links by a parishioner thirty years his senior, and had returned to the clubhouse rather disgruntled.

"Cheer up," his opponent said. "Remember, you win at the finish. You'll probably be burying me some day."

"Even then," said the preacher, "it will be your hole."

Tit for Tat

Mother—"Behave yourself, Tommy. What would your teacher say if you were to behave like this in school?"

Tommy—"He would say: 'Behave yourself! Remember you are not at home now.'"

Camp Fire Sparks

The captain saw a young recruit trying to cook his breakfast with an amateurish fire. He showed him how to make a quick-cooking fire.

"Look at the time you're wasting," he said. "When I was in the Himalayas I often had to hunt my breakfast. I used to go about two miles in the jungle, shoot my food, skin or pluck it, then cook and eat it, and return to the camp under half an hour." Then he added: "Of course, you have heard of the Himalayas?"

"Yes, sir," replied the recruit, "and also of Ananias."

Consolation Prize

A somewhat wilted beauty was complaining that she had not been made queen of a certain apple blossom festival. Of course, this gave her rival an opportunity.

"Never mind, dear. There's prune week."

Reprobate

The little girl was crying bitterly as she walked about, her head bent, and the kindly old gentleman was deeply touched by the sight.

"What have you lost, my dear?" he asked.

"I-I lost my penny," she sobbed.

Moved by her grief, the old gentleman took a penny out of his pocket and said: "There, there little one! Don't cry any more. Here's your penny. Now run along and spend it."

To his surprise she looked up and shrilled: "Why, you wicked old man! Wait 'til I tell my papa. You had my penny all the time!"

Work Wanted

Lemuel shuffled into the employment office down in Savannah one morning and said hopefully:—

"Don' spose you don' know nobody as don' want nobody to do nothin', des you?"

Too Much Framework

The family was at the table and little Francis, normally of excellent appetite, had left most of his meal untouched. So mother was concerned.

"Why, Frankie, why don't you eat the nice shad? I thought you liked fish."

"Well, I do, mummy. But this one's full of splinters."

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JOURNAL MAIL BAG

Editor, Journal of Education:—

It has just come to my attention that a reader of the Journal has interpreted my article, "What of It" as a criticism of or answer to an article that was published in the Journal of June 3.

"What of It" was written *before* June 3, and could not possibly have any connection whatever with the article appearing in the Journal of that date, as you know.

I am certain that if my article had seemed to you to be a criticism or attack aimed at a fellow contributor of the Journal you would not have accepted it for publication. I know that your well known attitude and fair play would have prevented the publication of any article that constituted a criticism unless the article plainly stated that it was a criticism.

I regret exceedingly the interpretation that has been placed upon my article by at least one reader of the Journal. I shall be glad to have you make a statement to clear up the misinterpretation of my article, or to publish this letter, if you care to do so.

Very truly yours,
W. C. McGinnis,

509 W. 121st Street,
New York, N. Y.

The Factoryized Home

Editor, Journal of Education:—

Some think that the *factory* has impoverished the home as a place where creative things can be done by children. It has taken from the home the weaving of the cloth and the making of the garments, the knitting of the stockings and the baking of the bread, the pickling and the canning, the washing, ironing and most of the mending, and the making of the shoes; the *factory* fans us when we are warm and warms us when we are cold, it lights our houses, it has dismantled the pump, and now it is after the ice man; the *factory* has changed our homes into houses, our houses into apartments, and apartments into flats. This evolution of the factoryized home has come to be regarded as "the place where if you have to go to it, they have to take you in." The *factory* has developed a most delightful home for grown-ups, but has forgotten the child excepting to take away from him the opportunity of making his own toys and later to exploit him. Thus the "modern home" has come to be unattractive to childhood, and childhood has turned to the school not as "laggards," to be driven to attend, as in the days before the home became factoryized, but now of his own accord to assemble before the doors of his school long before they are opened for the day's work. You may or may not agree with this analysis, this is a free country, and you are entitled to your own views of the case. However, with increasing hours of leisure for adults and children alike due to our expanding use of machinery, the major problem before seriously thinking and unselfish people is: "How are we to turn this leisure into improvement of our citizenry?" Our alert and intelligent parent-teacher groups are the star of hope to which we wish to hitch our wagon.

Frank D. Boynton.

Ithaca, N. Y.

Meetings To Be Held

JULY

25-August 4: World Federation of Education Associations; Sec. C. H. Williams, 101 Jesse Hall, Columbia, Missouri; Geneva, Switzerland.

AUGUST

22-29: World Association for Adult Education; Sec. Dorothy W. Jones, 16 Russell Square, London, W. C. 1, England; Cambridge, England.

26-27: American Association of Colleges of Pharmacy; Sec. Zada M. Cooper, 105½ S. Clinton Street, Iowa City, Iowa; Rapid City, South Dakota.

SEPTEMBER

2-5: International Association for Commercial Education, Zurich, Switzerland; Sec. A. Latt Schanzenberg, 7, Zurich, Switzerland; Amsterdam, Holland.

5: Massachusetts State Normal School Teachers' Association; Sec. M. Grace Fickett, State Normal School, Westfield, Mass.; Bridgewater, Mass.

30-October 5: American Public Health Association, New York City; Sec. Homer N. Calvert, 370 Seventh Avenue, New York City; Minneapolis, Minn.

OCTOBER

8-11: Wyoming State Teachers Association; Sec. B. H. McIntosh, Cheyenne; Thermopolis.

17-19: Indiana State Teachers Association; Sec. Mary Harsha, Vincennes; Indianapolis.

17-19: Minnesota Education Association; Sec. C. G. Schultz, 162 W. College Avenue, St. Paul, Minnesota.

17-19: Utah Education Association; Sec. D. W. Parratt, 316 Vermont Building, Salt Lake City, Utah.

18: Indiana History Teachers Association; Sec. Minnie Lloyd, Shortridge High School, Indianapolis; Indianapolis.

20-30: Association for the Study of Negro Life and History, Washington, D. C.; Sec. S. W. Rutherford, 1538 Ninth St., N. W., Washington, D. C.; Washington, D. C.

21-24: National League of Compulsory Education Officials; Sec. J. A. Parker, 63 Pynchon Street, Springfield, Mass.; Kansas City, Missouri.

21-26: Washington Education Association; Sec. A. L. Marsh, 707 Lowman Building, Seattle; Seattle.

24-26: Rhode Island Institute of Instruction; Sec. C. W. Bosworth, Cranston High School, Auburn; Providence.

25: Connecticut State Teachers Association; Sec. S. P. Willard, Colchester; Hartford, New Haven, Bridgeport, Norwich.

25: Franklin County (Mass.) Teachers' Association, Greenfield, Mass. Mrs. Mary Dennis, secretary, Rowe, Mass.

28-30: Association of American Medical Colleges; Sec. Fred C. Zapffe, 25 E. Washington Street, Chicago, Illinois; New York City.

28-31: Southern Women's Educational Alliance; O. Latham Hatcher, 401 Grace-American Building, Richmond, Va.; New York City.

31-November 1: Illinois Vocational Home-making Teachers; Chicago. Adah Hess, Springfield, Illinois.

30-Nov. 2: Nebraska State Teachers' Association; Sec. E. M. Hosman, Lincoln, Nebraska.

31-Nov. 2: Kansas State Teachers' Association; Sec. F. L. Pinet, 315 W. 10th Street, Topeka, Kansas; Independence, Kansas City, Salina, Topeka, Wichita.

31-Nov. 2: New Mexico Educational Association; J. F. Zimmerman, University of New Mexico, Albuquerque, New Mexico; Albuquerque.

NOVEMBER

November 1 and 2: Illinois Home Economics Association; Chicago. Secretary Lillian Stevenson, University of Chicago.

6: Child Study Association of America, New York City; Sec. Hettie Harris, 54 W 74th Street, New York City; New York City.

7-9: Association of Governing Boards of State Universities and Allied Institutions; Sec. D. W. Springer, 1202 National Press Building, Washington, D. C.; Lafayette, Indiana.

7-9: Wisconsin Teachers' Association; Sec. B. E. McCormick, 716 Beaver Building, Madison; Milwaukee.

9-12: New Jersey State Teachers' Association; Sec. C. B. Dyke, Short Hills; Atlantic City.

11: New Jersey Association of Teachers of English; Sec. B. E. Riggs, High School, New Brunswick; Atlantic City.

13-16: Missouri State Teachers Association; Sec. E. M. Carter, Columbia; St. Louis.

14: National Committee for Mental Hygiene, New York City; Sec. Clifford W. Beers, 370 Seventh Avenue, New York City; New York City.

14-16: Arkansas Education Association; Sec. H. L. Lambert, Box 1986, Little Rock; Little Rock.

14-16: Association of Urban Universities; Sec. C. S. Marsh, 25 Niagara Square, Buffalo, New York; Cincinnati, Ohio.

18-19: National Association of State Universities in the United States of America; Sec. A. H. Upham, Miami University, Oxford, Ohio; Chicago, Illinois.

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20: Carnegie Foundation for the Advancement of Teaching, New York City; Sec. Clyde Furst, 522 Fifth Avenue, New York City; New York City.

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29-30: Association of Modern Language Teachers of the Middle States and Maryland; Sec. Merle Protzman, George Washington University, Washington, D. C.

29-30: Interfraternity Conference, New York; Sec. Charles W. Gerstenberg, 70 Fifth Avenue, New York City; New York City.

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